

Career Development Alliance Meeting Minutes  
UC SIGNAL MT RM  
December 3, 2019  
8:45am-10:00am

**Members attending:**

Scott Bittle, Donna Cooper, Sue Culpepper, Chris Cunningham, Julie David, David Ferguson, Lee Harris, Marc Holcomb, Daniel Grzesik, Irene Hillman, Rob Liddell, Jenny McFerron, Chuck Nalley, Sumer Patterson, Paige Pulford, David Steele, Sumer Swaim, Erica Holmes Trujillo, Nicole Wake

Overview of Today's Meeting

- Last time: we gained insight into the strategic plan and experiential education with a focus on internships.
- What we hope to accomplish: take what we did last time and expand (this meeting) & ultimately develop a tangible work product to extend into employer market, campus and community partners that would help them create an effective and sustainable internship program. Timeline: draft early next year.
- Answering:
  - How can we connect to the community that surrounds us and that depends on the talent at UTC?
  - Why is an internship important? How do we communicate internships to students? We want to offer some guidance without being overly prescriptive. How do we give a good bit of license while still covering our bases?
  - How an internship *can go* or *ought to go*.
- Meeting method today:
  - Four groups, facilitator per group, scribes.
- Review & approval of minutes

David Steele Presentation: Mocs in the City

- David Steele (Director of Civic Engagement, Chancellor's Office) - Overview of Mocs in the City Campus Collaborative
  - Mocs in the City: a brand for civic engagement work at UTC.
  - UTC is taking a different approach in that civic engagement is housed in the Chancellor's office, but not looking to centralize efforts.
  - David's role is a direct reflection of the Chancellor's desire to support, empower, amplify this work but not control it (i.e., keep efforts decentralized).

- When we think about how UTC and the community interact, we're going to have lots of centers of excellence and opportunity. This also means that stories won't always filter through one office or person.
- Mocs in the City: A brand, a way of trying to help remind people that there's a lot of civic engagement going on around campus and in the community. It is designed to interact with other brands (e.g., other groups using the logo on posters).
  - It is not intended to replace logos, but be a co-branding opportunity. Goal to create a critical mass of the brand identity.
  - If you or anyone on your team needs those graphics, let David's team know and they will get them to you. Opportunity to print it on something you're already printing.
- Need to come up with ways on how to track and report on activity that is happening. You will see a request for data that the Chancellor's office can standardize and replicate. This first round will be very iterative (e.g., might see what people are recording and include it into the way they collect data).
- Question: Will we use a CRM?
  - First round will most likely be a spreadsheet.
- Question: What will be collected (internships, co-ops, etc)?
  - Short-term: capturing stuff that's not being captured. Anything that relates to contact with the community. We'll start with a very imperfect spreadsheet and refine over time. If you have ideas, please let David's team know.
- Goal: For the Chancellor to be able to stand up and brag about UTC's civic engagement *accurately*.
- Important to overshare what we find important and to arm David's office with enough data so they can shape it in a way that makes sense.
  - Think about the types of things that would fall into this contact with the community.
- Question: How frequently will you be asking us to report? What format? Will there be a reminder?
  - David: picturing data collection to be done annually.
  - Can anticipate people sending answers to the questions asked and then offering additional information on the questions that *should have been asked*.
  - No agenda here, just curiosity and want to promote what you're doing. Centralizing is not the goal.
- Question: How can we be more organized about it so that there's not a scramble at the end of the year?
  - Idea: tracking every quarter to avoid thinking back 11 months.
- Have departmental outcomes been tied to this type of thing? Maybe there's synchronization in this reporting.
- We have to all look at this and make sure this captures what we're doing.
- Is there a way to see what everyone else is doing?

- That is the hope - that this data doesn't just get hoarded.
- Is there social media we can be tagging?
  - #MocsInTheCity
  - Also can be liked on Facebook and Instagram
  - Please tag Mocs in the City and be open to sharing what you all are doing.
- **BlueSky**: UTC developing with community collaborator (not fully public yet)
  - Currently operating under an MOU, hoping to finalize a contract by the end of this year (with College of Computer Science)
  - Earlier this year, a community organization came to UTC and said they would like to help innovate how Bachelor Degrees (Information Technologies) are delivered.
  - They would like to offer a fully accredited Bachelors's degree in two years (in IT). Then guarantee those graduates a job (starting salary at \$65K with growth into \$100K+)
    - More specifically, they would like to target high schools in the opportunity zones in Chattanooga.
  - This degree would include work experiences, not a lot of electives would be cohort intensive, very regimented daily schedules, year-round in 6-week modules, would not have traditional summer break.
  - Public announcement to be happening in late January, early February -- might align with Governor's State of the State address.
  - Hope/anticipation is that this will change the way people think about UTC as innovative, responsive, a good partner

## GROUP DISCUSSION

*Facilitators: Chris, Julie, Danny, Rob*

### **Recruit an Intern:**

Members: Julie David, Irene Hillman, David Ferguson, Scott Bittle, Nicole Wake

Draft a detailed job description

- Define hours (20 maximum for full-time students)
- Clearly stated pay, compensation and benefits
- Required GPA or class standing (or credit hours completed)
- Expectations, defined responsibilities, training and job shadow opportunities
- Work hours flexible around school schedule?

\*Internships that require more than a 20-hour workweek could potentially eliminate students with certain scholarships and/or grants.

Engage as a University

- collaborate with career services to advertise employment opportunities and possibly host a 'boot camp' as part of the selection process
- Information sessions sharing the importance of experiential learning: benefits, career development, building resume. Be clear about competencies

- Address the student perspective: help students to see a clear path
- Advertise on Handshake, word of mouth, monitors, flyers
- Recruit across campus: fraternity/sorority meetings, residential housing meetings, multicultural meetings, Student government, clubs/orgs

\*David: example of marketing RA position: RA to identify 5 current residents who would be a good fit

A credit bearing internship needs

1. Clearly defined job description (see bullet points above) to include learning outcomes
2. Supervisor and a mentor
3. Department head to review and approve job description prior to posting
4. Assignments to include a mid-term evaluation of performance from the supervisor and a mid-term reflection of impact by student as well as a final evaluation of performance by supervisor and a final dissemination of information from student (paper, project, presentation)
5. Minimum number of expected contacts between student and mentor to discuss goals,

### **Engage the Intern:**

Members: Marc Holcomb, Danny, Chris Horn, Jenny Mcferren, Bengt Carlson

- As on-site supervisor, how can you engage interns so they know how to do work and navigate interpersonal relationships
  - Create document that provides guidance to internship supervisor, parameters for what student should experience
  - 1. Successful: engagement work happens on front end, goalsetting for intern, frame as mutually beneficial relationship for student and supervisor, emphasize learning outcomes (we do not want interns filing papers, etc.), want supervisor to be thinking about tasks that student can engage in to yield learning objectives. Translated onto formal form for this purpose
  - 2. Interns participate in online discussion board during internship, main focus of this is to give discussion prompt every week that requires them to research internship site or the work they are doing. Prompts conversation between intern AND site supervisor that pushes learning outcomes, provides extra structure to internship that helps keep supervisor focused on learning experience
  - 3. Request performance evaluations from supervisor to help them along, at beginning of semester let them know the stuff they will be asking about. Beginning, middle (more formal), and end. Interns should be bringing this up with supervisor if they do not bring it up. Make sure everyone knows that this is a transparent process, make sure supervisors know that intern can see what they write. Provide supervisors with developmental approach to feedback.

- Start with the end in Mind! Intern should share their goals up front, supervisor should share their goals up front then figure out fit between the two. Best internships are dual-mentored (2 people, professor and on-site supervisor). This relationship is crucial, must be healthy all around for success. When one relationship breaks down, inevitable that friction arises that leads to poor growth in what should be a win-win) relationship. Ex. Academic vs site supervisors, does not help. Student needs to realize it is not just a job, it is a learning experience
- This does not always happen! Not all internships go well.
- Continuity over years is absolutely essential (Chris is an example)
  - Understand experience with academic advisor is consistent
  - People like Chris are a GOLDMINE, hard to find success without this rock creating consistency. Long-term relationships with employers are essential
- Org perspective: basic level, need to provide in first month opportunities for informal reflection from student on work. Do not always rely on student to ask questions, facilitate opportunities for reflection and observations
- Danny- what is next?
  - Dual mentorships are great from credit experience, but what about non-credit experience?
  - Each college does things differently, so we want to come up with best practice and figure out how to communicate these with colleges and students
- How do we recruit an intern? How do we monitor progress of intern and supervisor? Goal-setting? First couple days or weeks are essential
- How can supervisor engage from relationship aspect (workflow, EI, culture, etc)
- Mini-onboarding session
  - Give copy of org chart, give relevant tour of facility, give objective introductions. Make interpersonal connections for them. Create convo starters
- Do we expect noncredit employers to engage with us as university?
  - Happy to do introductions. Academic advisor maybe does not want to be involved in personal relationships
  - If community person wanted to be supervisor, happy to share recruits. This never happens though
  - Student: call themselves a volunteer or intern? Give them the document. If doing for credit-bearing experience, the experience should be very good
  - Need to build capacity at sites for credit bearing internships
- Danny- this affects being able to find what an internship looks like. Expectations vary between federal, work study, interns, volunteers, etc. What are expectations for each? Different or the same?

- Why are interns not part time work? The word intern IMPLIES some kind of learning. Paid or not, credit or not, all of them imply that they are in a learning role. This is where university comes in. We need to figure out how much responsibility we want to take for the student's learning and how much we can take. Sometimes students do not want the university involved- what do we do with students like this? If non credit or non pay, how does the employer do anything more than get work out of student? Comes down to the student himself and student has to be their own advocate. Do we ask these questions up front and give the student freedom? How do we differentiate between non-credit and or not paid?
- Define up front, set up goals up front
- Responsibility, Relationship (mentorship) and reflection
  - Responsibility (not just grabbing coffee)
  - Relationship (being mentored and learning)
  - Reflection (looking back on experience and learning)
- Easiest to tackle the for-credit route, make this clear first then tackle the other

#### Alec thoughts:

- I had a great internship experience all around.
  - Dr. C: cultivates strong and continuous relationships with employers, requires performance reviews, tracking of completed work, and an end of semester reflection paper that aligns what I learned at work with what I learned in the classroom
  - My supervisor/mentor: Introduced me to the entire office on day 1, set up shadowing opportunities for me, assigned projects but gave me flexibility to pursue my own, etc.
    - Also brought me to most of his major meetings. These were high level executive meetings. He would give me a brief overview of the meeting topic beforehand and explain who would be there and relationship between attendees. He would also instruct me on what to look for in the meeting (observe body language, listen close to certain individuals, etc). After the meeting, we would have time to reflect on the topics and my observations, as well as ask any questions I had. My only criticism is that I had to actively seek out feedback, but I tend to do this regardless of supervisor

#### **Setting goals and policies and specify a plan**

Members: Rob, Summer Swaim, Sue Culpepper, Endia Butler, Lee Harris, David Steele

- What would we (as academic practitioners) offer an employer as advice or guidance to create, establish, sustain, and grow an internship program that we find important. What essential details/guidance would we offer employers?
  - \*Rob will send out printed resources

Summarized Notes:

- Challenges to address:
  - A lot of the times we challenge and burden our students with the responsibility
  - Student feedback shows that they are bored and given basic tasks in their internships and feel like they could take on more responsibility. That they are treated as students, not employees.
  - Unclear expectations (of students, faculty members, and employers) & undefined internship objective
    - Ex.) students not receiving onboarding to understand what is expected of them.
  - Contact who works with the university is not always the contact who works with the student opening the door for miscommunication or contradicting expectations.
  - Payment clarity is needed - employers may or may not see this as an expectation.
  
- Opportunities:
  - **Increase Level of Responsibility**
    - Important for employers to know that students can take on more responsibility. Maybe they could enter at a lower level and work up to higher levels of responsibility.
  - **Create a Mutually Beneficial Partnership**
    - Create a two-way partnership between the students and employers. Potentially offering a “benefits” package for employers.
    - Give employers access to the students through things such as tabling.
    - Employers must offer true job descriptions so that UTC can better understand the skill sets, GPA requirements, etc. they are looking for in an intern. Moving away from simply “I’d like to hire an intern” and into a more detailed approach.
  - **Formalize Onboarding**
    - Employers need to acclimate their interns.
    - Answers questions such as: Who do I work for? What hours do I work? How long is my lunch break?
  - **Offer Mentorship**
    - Leaning more towards personal mentorship vs. professional mentorship (e.g., someone students can talk to about work/life balance and their home life)
    - Why does mentoring matter?
      - Students need someone to talk to about balancing responsibilities, difficult home life. Maybe a recent alum? Maybe someone outside of reporting structure.
    - It’s important to train mentors so we know they are guiding students in the right way. Maybe it’s a coach instead of a mentor?

- Mentors and mentees need to understand what they're looking to get out of it, setting expectations, so everyone knows what responsibilities are.
  - Mentee could come up with a set of specific questions.
- Decide on a frequency: a daily debrief/weekly check-in?
- **Outline Objective of Internship:**
  - Ask the employer, what is the objective of the internship? Explaining this on the front end.
    - Are they wanted basic, temp labor? Or a potential recruitment tool? Helpful if students and institutions know this.
      - Maybe a 2nd-year student would be more a recruitment opportunity.
    - Even if they look at you as a temp, students can learn about the business/org structure/etc.
- **Communicate Pay Expectations to Employers**
  - Academic credit / Pay / Stipend
    - Need for disposal funds is much more important than we realize for students
      - Organizations need to think of this - UTC needs to bring it to their attention
    - Organizations applying for grants can include this payment in their grant application
- **Partner with Chamber of Commerce (Develop Summer Cohort)**
  - Rob Idea: going into the Chamber of Commerce and facilitating the discussion. Educating our environment is a role to take on.
  - Richmond, VA Chamber of Commerce - facilitates a summer internship cohort. They realized they were getting lots of students in town over the summer and they wanted to find a way to make Richmond stickier. Would include continuing education, rafting trip, bowling, etc.
    - Also found in Birmingham Business Alliance
  - We have a lot of students from other institutions summering here. Maybe we could institute a summer cohort for these students so they have community. Chattanooga has become a place students want to stay or move to after they graduate.
- **Connect Employers to Discuss Internship Programs**
  - Example: getting Unum and Erlanger in the same room to review the Unum scholars program because Erlanger wanted to start a program.
  - Get employers talking to one another.

## **Monitoring of progress and impact associated with an internship**

Facilitator: Chris Cunningham



- I. Methods/approaches for gathering evaluation data pertaining to internship experiences
  - a. Periodic, ongoing supervisor and/or student reviews of performance and experience
    - i. Would provide mechanism for quality control (audit type info) and also an ongoing resource to facilitate dialogue with a university contact perhaps and/or with a work-site internship coordinator
  - b. Follow-up reaction papers for students, to discuss and “unpack” their experiences
    - i. To facilitate deeper thinking about what an internship experience provided in terms of knowledge, skill, and competency development
  - c. Leverage data coming from existing, relevant questions in the First Destination survey
    - i. These data are already managed through Handshake and may provide at least an initial data source relevant to our desires to evaluate/monitor internship experiences
    - ii. Given the timing of this survey (particularly if people respond post-graduation), we could get some insight into longer-term impact of internship, which students don’t typically realize until they are employed for awhile
  - d. Leverage existing LMS (e.g., Canvas) to trigger and gather feedback from students over time (reflecting engagement)
    - i. Might requires a “data person” at each department level or instructor demands to push this information to a higher level for aggregation – not clear what this would look like or whose responsibility
      1. Possible GA opportunities down the road, though – data person per department to help with this type of thing
- II. Benefits/utility of monitoring/evaluating internship experiences
  - a. Generate material that can be used to promote/publicize the university (and its community engagement initiatives, as David Steele discussed)
  - b. Generate material for social media initiatives to engage students and employers
- III. Specific info that might be really valuable for a variety of different stakeholder groups
  - a. Names of students who are involved in internship and practicum type activities
  - b. Names of employers and key contact people responsible for internship program management within employer organizations
  - c. numbers and proportions of students (overall and per department/program)
  - d. conversion rate or % of internships to job offers (overall and by department/program)

- e. progress toward achievement of Student Learning Objectives (set for a program or by a company or by the university)
  - i. having this info over time would help programs curate and improve internship experiences
- f. thinking beyond just quantifying these experiences, there is also value/importance in gathering qualitative data
  - i. "I have enjoyed working at this organization so much that I would stay if the opportunity arose."
  - ii. "This internship/practicum experience was so valuable to me that I would recommend it to friends of mine who are seeking work-related experiences."
  - iii. "This employer treats its interns and employees so well that I would accept a full-time job if it were offered."
  - iv. \*\*perhaps we can develop and build in this type of satisfaction and net promoter item into the existing First Destination or Handshake tools
    - 1. Perhaps there is functionality within the Handshake – Experiences tool that we need to explore to support this